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ABSTRACT

The Northwest Territories (NWT) Senior Practice Program (SPP) described in this manual is designed to develop self-direction, self-esteem, and skills and knowledge in specific practical areas. The secondary school SPP prepares at-risk students, at least 15 years old, for work. The program has both practical and academic components. This administrative manual for teachers, counselors, and administrators contains seven sections: (1) SPP overview; (2) program development and implementation; (3) accountability; (4) selection of students; (5) work experience; (6) graduation requirements in detail; and (7) summary of forms. The following forms are included: program application; student application; parental consent; monthly report; work placement information; student information; work experience evaluation; work experience supervision; student's personal evaluation of the work station; skills profile; non-completion; graduate follow-up; tests--how I see myself, how I see the world of work, and achievement tests (reading and math); record of graduation expectations; and certificate of appreciation. (NLA)

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ADMINISTRATIVE MANUAL FOR TEACHERS, COUNSELLORS & ADMINISTRATORS

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SENIOR PRACTICAL PROGRAM

CE061214

NOVEMBER 1990

Northwest Territories Education

Northwest Territories Minister of Education

The Senior Practical Program is one of two alternative programs which the Department of Education has developed in recent years. It is a valuable addition to school programming in the NWT because it expands the range of choices available to students at the secondary level. By offering a number of program choices, schools can meet the needs of a greater number of students thus enabling more to experience success.

The Senior Practical Program differs somewhat from other secondary school programs. It provides students with the opportunity to develop skills and knowledge in a specific practical area such as hospitality and tourism, or home maintenance. Since students spend more than 50% of their time learning these practical skills and applying them through work experience, they must have a keen interest in the particular practical area.

The program emphasizes the development of self direction and self esteem. The graduation requirements contribute to this by allowing all students with good effort and a positive attitude to succeed; but at the same time the program ensures that the responsibility for meeting the graduation requirements rests where it should - with the students.

Generally, two teachers teach all aspects of the program to the same group of students for two years. Such a structure promotes a sense of "group belonging" and allows teachers flexibility in scheduling and programming to better meet the needs of both individuals and groups of students.

The program is designed to meet the needs of more NWT students by providing educational opportunities which are not available in other secondary school programs. The fact that over 78% of SPP graduates are working indicates that this program *is* meeting a need for a certain group of students in the Northwest Territories.

Quality school programs are something which our students deserve, their parents expect, and our teachers are committed to delivering. Educators will find, in this manual, complete information about the development, implementation and delivery of a quality Senior Practical Program.

Stephen Kakfwi
Minister of Education

Government of the Northwest Territories, Yellowknife, N.W.T. Canada X1A 2L9/Telex: 034-45538

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Questions and requests for additional information should be directed to:

Student Support Coordinator (Alternative Programs)
Student Support Division
Department of Education
Yellowknife, N.W.T.
X1A 2L9
(403) 873-7678
INET YK.COP.ED
Fax (403) 873-0155

PROGRAM OVERVIEW

THE CANDIDATES

The Senior Practical Program is a secondary school program designed for students who are at least 15 years of age and who are more likely to succeed in a cooperative work station/school setting than in a general or advanced high school diploma program. Generally these are students-at-risk – those who, for a variety of personal, societal, and school-related reasons, appear likely to drop out before reaching the level necessary to enter grade 10 general or advanced courses. For details on eligibility refer to Section D, Student Selection.

THE GOALS

The Senior Practical Program prepares students to enter employment in their own communities by developing both the attitudes and skills necessary to be good employees. Specifically, its goals are:

a) to increase self direction and self esteem,
b) to develop employment skills in a specific field,
c) to develop the attitudes and skills necessary to find and keep a job.

PROGRAM LENGTH AND LOCATION

The Senior Practical Program is offered in regional secondary schools to students from both the home and feeder communities. While it is a two year program for most students, there are provisions for both early graduation and an extended program for individual students. Refer to Graduation Requirements, page 8, and Section F, Graduation Requirements in Detail.

> The term "regional secondary school" is used to refer to those secondary schools with residence/home boarding facilities, which provide educational programs for students from a number of feeder community schools.

PROGRAM COMPONENTS

The SPP is divided into two components:

50% practical
- shop
- work experience

50% academic
- Mathematics
- English
- Job and Personal Life Skills
- Options

PRACTICAL COMPONENT

The practical or "hands-on" component of the program represents approximately 50% of the students' time which is spent in a combination of:

a) in-school shops, and
b) out-of-school work experience with local employers (at least 10 weeks in two years) .

The goal of the practical component is to learn REAL job skills in an area where there is potential for employment once students have completed the program. Possible practical areas include:

a) Food and Hospitality Services
b) Retail Services
c) Maintenance Services
d) Office Services

> *The term "shop" is defined quite broadly in the Senior Practical Program, and means whatever facilities and equipment are necessary to teach the chosen practical area. Therefore if a school offers an SPP in Office Services, a clerical/ secretarial room and its associated equipment would be "the shop".*

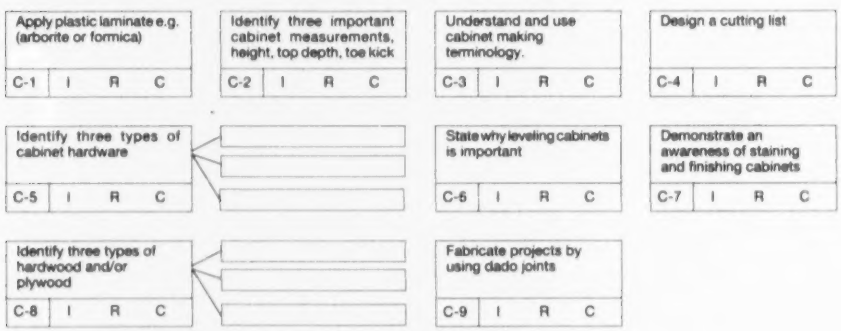
Selection of the Practical Area

Selection of the specific practical area should be based upon employment and advanced education possibilities for the graduates in a community or region/board (see page 13). Profiles of the actual skills to be learned are developed by the Department of Education and region/board staff in consultation with school personnel, but most of the input is provided by local employers who identify the skills they expect a potential employee to have/learn. The skills that are identified by employers become the actual training program which is taught in the shop and reinforced through work experience.

A sample skills profile follows. (This is one portion of the Samuel Hearne Secondary School SPP in Home Maintenance.)

Sample Skills Profile

Cabinetmaking


Apply plastic laminate e.g. (arborite or formica)
C-1 I R C
Identify three important cabinet measurements, height, top depth, toe kick
C-2 I R C
Understand and use cabinet making terminology.
C-3 I R C
Design a cutting list
C-4 I R C
Identify three types of cabinet hardware
C-5 I R C
State why leveling cabinets is important
C-6 I R C
Demonstrate an awareness of staining and finishing cabinets
C-7 I R C
Identify three types of hardwood and/or plywood
C-8 I R C
Fabricate projects by using dado joints
C-9 I R C

I = Topic has been *introduced*, taught and tested
R = Topic has been *reviewed* and student's skills/knowledge checked
C = Student demonstrates consistent *competency* in this skill/knowledge area

Qualifications Needed to Teach the Practical Area

A "qualified" instructor must be hired to teach the in-school shop component. Ideally this will be someone who has a teaching certificate as well as training and experience in the chosen practical area. In the event that such a person cannot be located, the priority for qualifications will be the industry training/experience. Additional qualifications/characteristics necessary for SPP teachers can be found on page 9.

Work Experience

For many Senior Practical students, graduation from this program will mark the end of their formal schooling. Work experience will greatly facilitate that transition from school to the real world.

Students must spend a minimum of four weeks on work experience during the first year. During the second year they must spend at least six weeks on work experience. **They will receive no pay for work performed during work experience.** Normally students will work the same hours as regular employees, rather than working only during school hours, but they can only be expected to work on school days.

Details of work experience - ie. scheduling, supervision, and evaluation - can be found in Section E, Work Experience.

ACADEMIC COMPONENT

Many students entering the Senior Practical Program will have experienced frustration in attempting to meet the objectives and master the concepts and skills of other curricula and school programs. Academic work for Senior Practical students should allow them to work at their own level with interesting materials and to progress at their own rate so that they experience success. In this way students' minimum level of functioning will increase steadily and in some cases students, by virtue of being retained in school, may be able to return to the "regular" programs.

Mathematics and English

Past academic performance of students entering the Senior Practical Program is generally NOT consistent with their abilities. Such students often do not see the relevance of or need for what they are learning. It is important in the Senior Practical Program to start with functional academic topics - ie. those that students perceive to be relevant either personally or in relation to the practical area of the SPP.

Examples of functional English and Mathematics topics include:

English

Making lists
Writing notes
Taking/giving messages
Using a telephone book
Using proper telephone language
Using a catalogue
Reading signs/labels
Banking
Pay cheque deductions

Mathematics

Using a calculator
Handling money
Graphs/charts
Comparison shopping
Personal budgeting
Measurement
- time
- weight
- volume
- distance
- tool sizes

A close working relationship between the academic and practical teachers (and in some cases between teachers and work station supervisors) is required to ensure that the functional academic skills needed for the practical area are being identified and taught.

Once students have been exposed to the program for several months, many realize the importance of academics to the work place. At that time many want to upgrade to improve their academic levels. While academic upgrading per se is not a goal of the program, self direction in one's own life is. Hence the choice of some students to seriously upgrade is consistent with the goals of the Senior Practical Program.

Job and Personal Life Skills

Increased self direction and self esteem is the main goal of SPP. The provision of a positive school experience and the development of natural abilities will enhance self image automatically. However, an average of three hours per week should be devoted formally to the development of job and personal life skills. Students are helped to identify and develop their personal strengths, to accept responsibility and demonstrate dependability, to participate in group decisions, and to explore aspects of family life and health - all necessary for adult life management.

Job preparation topics include applying for an SIN, writing a resume, filling out job application forms, and practising interview skills.

Options

Time permitting, schools may wish to offer certain options to Senior Practical students, such as Physical and Health Education, Art, Aboriginal Language study or computers.

Use of Themes to Integrate Various Subjects

Neither the preceding sections, nor the section entitled Scheduling, on page 6, should imply that various subjects be taught in isolation. Integration is both preferable and encouraged.

Themes are instructional units in which concepts and objectives, as well as knowledge, attitudes and skills are drawn from a number of subject areas. These subjects, as well as the various strands of language (listening, speaking, reading, writing, viewing and representing) become integrated around a central, relevant topic so that students are engaged in holistic learning situations. The various subjects interact, and growth in one area promotes growth in others.

Many SPP students have not experienced success in school and may be hard to motivate if they fear yet another failure. Use of meaningful, relevant themes will encourage students to "get involved" with learning.

Six thematic units have been developed for use with Senior Practical and Community Occupational Program students. Titles are *You and Your Friends, Rules and Laws, Making Decisions, Police, Winning, and Career Preparation for Students in COP and SPP.*

Additional units should be developed by SPP teachers according to student needs and interests.

Starter Kit of Resource Materials

The development of a set curriculum for the academic portion of SPP has been deliberately avoided. Students vary widely in their academic levels, interests, strengths and needs. Each teacher needs the flexibility to respond to both individuals and groups of students.

A starter kit, containing about 80 titles of potentially suitable resource materials is provided to each SPP when the program is first implemented. The starter kit is intended to assist the academic SPP teacher to identify appropriate materials, either for use as is, in combination with other materials, or for adaptation to his/her particular situation. These materials, as well as the six units mentioned above, should facilitate teaching of the academic portion of SPP and provide models of appropriate resources.

EVALUATION

Evaluation of Senior Practical Program students in both the academic and practical components of the program should:

a) be ongoing,
b) involve the student, the teachers and employers (and parents if they are in the community),
c) be student referenced, rather than norm referenced,
d) be part of the learning process, rather than something that students stop learning in order to do.

A variety of evaluation strategies is needed to provide a comprehensive view of student growth. These include:

a) observation and anecdotal notes,
b) self evaluation,
c) peer evaluation,
d) projects,
e) contracts.

REPORT CARDS

A report card which is consistent with the goals and content of the program has been designed for the Senior Practical Program. A copy of it can be found inside the back cover of this manual. It is recommended that SPP students receive a report card every two months, in order to give them frequent, formal feedback on their progress.

While schools offering SPP do not *have* to use the suggested report card it is important that the reporting format reflect the goals and focus of SPP. School reports designed for advanced or general secondary school programs do not usually do this since they have been designed for programs with other goals, scheduling and criteria for success.

SCHEDULING

On the average students should receive instruction as follows:

* 2 1/2 to 3 hours weekly for each of:
  - English
  - Mathematics
  - Job and Personal Life Skills
  - options

* 12 1/2 to 15 hours weekly:
  - practical shop component

OPTIONS FOR GRADUATES

It is significant that the main goal of the program is increased self direction and self esteem. Reaching this (admittedly difficult) goal will allow graduates a variety of options.

a) Some may qualify for courses offered through Arctic College.
b) Some may be adequately prepared to enter other secondary school programs.
c) Some may choose to upgrade through adult education.
d) Some may seek employment rather than continue with formal education at this time.
e) Some may choose a combination of the above.

STUDENT PROGRESS AND PROGRAM EFFECTIVENESS

In an attempt to measure program effectiveness and student progress, both academic and personal, students are asked to complete three assessments when they begin the program:

a) How I See Myself
b) How I See The World of Work
c) an assessment in reading or writing and mathematics

How I See Myself and How I See The World of Work, are informal inventories developed specifically for SPP students. These anonymous inventories are completed by all SPP students at the beginning and the end of their first year in the program. The same inventories are completed by a group of grade 10 students who serve as a "contrast" group.

Completed, unscored inventories are sent to the Student Support Co-ordinator (Alternative Programs), Department of Education, Yellowknife. Comparisons of scores "before" and "after" SPP, as well as between the scores attained by SPP students and the contrast group, serve as one indicator of student progress and program effectiveness in the attitudinal areas.

In addition, each academic SPP teacher is asked to collect writing and mathematics samples from students when they enter the program and again prior to graduation. The teacher can use these samples to show individual students the areas and types of improvements they have made during their time in the program. Further, copies of these samples should be available in students' cumulative files (and therefore accessible to program evaluators) in order to provide documentation of program effectiveness.

While the Department of Education does not support the use of standardized tests, which are not normed for students in the NWT, some instruments could be useful to both students and teachers as long as they are approved for use by the director/ superintendent of education. For example, *Basic Reading Inventory, Preprimer to Grade 8,* published by Kendall Hunt, is an individually administered, informal reading inventory in which the student reads short passages to the teacher and then orally answers comprehension questions. It is an interactive test in which the teacher has the opportunity to see what the students can do, and where they need help. It is not a purely mechanical test.

Similarly, the computations portion of the *Canadian Achievement Test,* McGraw-Hill Ryerson Limited, could be used to test mathematics skills in the four basic operations, as long as a student's pre and post SPP scores are compared to each other, rather than to the norms in the test manual.

GRADUATION REQUIREMENTS

The graduation requirements have been designed to allow those students with good effort and a positive attitude to graduate, and to ensure that responsibility for meeting the graduation requirements rests with the students. Further, the graduation requirements attempt to reflect the program's orientation towards self direction, self esteem and employment preparation.

In order to graduate from SPP students must accomplish ALL of the following (Refer to Section F, Graduation Requirements In Detail, for specifics):

a) minimum 75% attendance (each school establishes its own requirement, 75% or higher),
b) completion of at least one full year of the program*,
c) satisfactory reports from teachers, 80% of the time,
d) a minimum of 50 days work experience (during which they usually work the same hours as regular employees),
e) three good/excellent work experience evaluations, from employers who supervised the student for a minimum of ten consecutive working days each,
f) completion of a job preparation project to include:
   - mock/ or real interviews
   - writing a personal resume
   - completion of job application forms
   - completion of a teacher defined project
g) writing attitude and academic assessments (described on page 7) both on entering and leaving the program. This is followed by a counselling session with the teacher.
h) completion of at least 60% of the skills listed on the practical skills profile.

Communities which are offering the program may wish to add requirements of their own. For all of the requirements students should have a clear understanding of what they have to do in order to successfully complete the program. Conversely, they must understand that they will not graduate if they do not satisfy *all* requirements.

> * **Those students who do not complete the second year of the program because they have accepted a full time job, or are continuing with their education, may still qualify to graduate. Refer to Section F, Graduation Requirements in Detail, for specifics.**

Students who meet all of the above requirements receive an SPP graduation certificate issued by the Minister of Education. As well, they receive a copy of the SPP skills profile (as shown on page 3) indicating the level of mastery of each skill on the profile.

TEACHERS

Three important factors must be considered with respect to those people who actually deliver the program to students - numbers, attitude, and qualifications.

The Senior Practical student needs fewer teacher contacts than is usual in secondary school. Ideally two teachers should teach all aspects of the program except areas where they are not qualified such as in aboriginal languages. **Three teacher contacts should be maximum.** More than three would make it difficult to develop the relationships between teachers and students which are necessary for the whole area of personal development and self esteem.

Another important consideration is the teachers' personalities or attitudes towards teaching this type of student and program. **The key is to choose teachers who want to become involved with this type of student, and have good counselling or interpersonal skills**. Teachers must take these students seriously and consider them as worthwhile people who *can* learn, even though their past school performance may not support that fact. Equally important, teachers must view the program as a high quality, viable educational choice.

Because SPP teachers will spend more time per day with their students than is generally the case in secondary schools, **a teacher with elementary training/ experience should be considered for the academic portion of the program.** Techniques used by elementary teachers to schedule lessons, vary the pace and integrate subjects are essential for Senior Practical classes.

As stated earlier, **the practical component of the program MUST be taught by someone with training/experience in that particular field, even if that person is not a qualified teacher.** This is necessary both in order to have credibility with local industry employers, as well as to ensure that the students are receiving quality instruction from someone with first hand experience in the field.

PROGRAM DEVELOPMENT AND IMPLEMENTATION

STEPS LEADING TO PROGRAM START-UP

There are three steps leading to the delivery of a Senior Practical Program in a school.

a) ***Application***
The form, Application For Senior Practical Program, page 14, must be completed, forwarded to the Department of Education, and approved by the Deputy Minister. Refer to "Application Process", page 13.

The purpose of the application/approval process is to ensure that all factors necessary for program success appear to be in place.

b) ***Program Development***
During this phase the actual skills to be taught are identified along with the 'shop' facilities needed to teach them and other operational requirements. Time required to complete this phase will vary according to whether or not the required in-school shop facilities already exist. In a school where the shop facilities do not exist, or require capital expenditures to upgrade/add equipment, the program must be requested and planned far enough in advance to allow time for the region/board to build the necessary funding into its operational plan, or for additional funding to be available from the Department of Education.

Approval of the program application by the Deputy Minister will be given only when the in-school facilities are in place or in process.

c) ***Program Implementation***
Program implementation refers to the actual start up of a new program. It involves co-operation between the Department of Education and the region/board to develop and deliver in-service training at the regional secondary school.

The following flow chart summarizes the steps leading to a fully implemented program.

PROGRAM IMPLEMENTATION FLOW CHART

Completed SPP application submitted to Dept. of Ed.
Dept. of Ed. staff work with region/board to determine specific content of the skills profile.
Do all shop facilities needed to teach the skills profile exist?
No
Is there a plan to develop these features?
No
D.M. does not approve application.
Yes
Yes
Facilities developed and/or budgeted for.
Do all other factors necessary for program success appear to be in place?
No
D.M. does not approve application.
Yes
Deputy Minister approves program application.
Can suitable teachers be hired for the academic & shop components?
No
Program cannot be implemented.
Yes
Is there a consultant responsible for alternative programs in the region/Board?
No
Program cannot be implemented.
Yes
Student Support Coordinator, Yellowknife works with consultant to develop an implementation plan.
Program information provided to:
- school staff, LEA, adult educator
- director, principal, teacher
School has sufficient understanding of SPP guidelines in order to:
- select students
- purchase materials
- finalize work stations
- successfully operate program
Are there sufficient:
- suitable students?
- interested employers?
- funds allocated to SPP?
No
Program cannot be implemented or will likely fail.
Yes
Program stands a good chance of success!

APPLICATION PROCESS

When requesting a Senior Practical Program there are several factors which regions/boards must address in order to offer a successful program. Answers to the following questions are to be provided using the application form on page 14.

1) ***Choice of Practical Area Based on Needs Assessment***

What is the practical skills area on which the SPP will focus? This must be one area only.

How many students are there in the region/board who would be interested in a program in the chosen practical area?

How many potential jobs are there in the region/board for the graduates of such a program?

2) ***Sufficient Work Experience Placements***

What work stations are there in the (regional secondary school) community which would be appropriate to provide students with work experience in the chosen practical area?

Is this enough for all students to participate in work experience at the same time?

3) ***Operational Requirements***

What school facilities and equipment are likely to be needed to deliver the chosen practical area? Do these facilities exist?

What plan is there to build or upgrade facilities (where necessary) to required levels?

What O&M funds are likely to be needed for program start up? Are the funds available?

What ongoing O&M will be required for this program? Is there a commitment to spend this money on the SPP? For how many years?

4) ***Accommodation for Out-Of-Town Students***

Is there sufficient accommodation for out-of-town students in the community where the program is to be offered?

5) ***Suitable Teachers***

Please refer to the "Teachers", page 9.

6) ***Regional Education Authority/Board Support***

Does the Regional Education Authority/Board support implementation of a Senior Practical Program in the regional secondary school?

The Department of Education can provide some assistance with these questions, as well as with the completion of the following application form.

APPLICATION FOR SENIOR PRACTICAL PROGRAM

Region/Board: _____ School: _____

Choice of Practical Area:

What practical area has been chosen? _____

Please justify this choice, citing the number of potential students in the region, and the number and type of potential jobs in the region for the graduates.

Sufficient Work Stations:

List the names of work stations available for students to practise skills learned in shop class.

List ALL other programs being offered in the community which have a component of work experience. Include programs at the college level, those sponsored by CEIC, etc.

Operational Requirements:

What school facilities and capital equipment are likely to be needed in order to teach the SPP? Indicate after each item:

E = facility exists *or* N = facility needed

Where facilities and equipment are needed, are there funds which will be committed to the purchase of these items? _____

If not, what provisions will be made to provide these facilities?

What is the estimate of O&M funds needed for program start-up? _____

Will these funds be committed as necessary? _____

If not, what provision will be made for funding?

What is the estimate of on-going O&M needed for subsequent years of the program? _____ Will this be committed as necessary? _____

If not, what provision will be made for funding?

Accommodation For Out-Of-Town Students:

How many placements will be allocated for out-of-town students? _____

Is there sufficient accommodation available for these students? _____

Suitable Teacher:

It is understood that a teacher/instructor with experience/training in the chosen practical area will have to be located and hired before the program can be implemented.

Regional Education Authority/Board Support:

Please attach a letter of support for the program. This should be in the form of a motion carried at a regular or special meeting of the Education Authority/Board.

Projected Implementation Date for SPP _____

Application supported by: (signatures)

_____ Director/Superintendent

_____ Consultant Responsible for Alternative Programs

_____ Principal

_____ Date submitted

Forward completed application to:

Director, Student Support Division
Schools Branch
Department of Education
Yellowknife, N.W.T.
X1A 2L9

APPLICATION DEADLINE

Since approval of an SPP application by the Deputy Minister is largely dependent upon the existence/development of in-school shop facilities as per page 11, there is no specific annual deadline for submission of SPP applications. In a case where no shop facilities exist it could take a few years to budget and purchase them. In a situation where most or all facilities exist a program could likely be developed and implemented within a year of application.

ACCOUNTABILITY

Responsibilities for the development, implementation, ongoing support, evaluation and revisions to the program are as follows:

THE MINISTER OF EDUCATION is responsible for:

a) approving *Senior Practical Program Administrative Manual for Teachers, Counsellors and Administrators,*
b) issuing graduation certificates to students who meet all graduation requirements.

THE DEPUTY MINISTER OF EDUCATION is responsible for:

a) issing *Senior Practical Program Administrative Manual for Teachers, Counsellors and Administrators,*
b) approving program applications for SPP (accredit programs),
c) decrediting programs which are not meeting student needs, or not following the administrative manual.

THE REGIONAL EDUCATION AUTHORITY/DIVISIONAL BOARD OF EDUCATION/BOARD OF SECONDARY EDUCATION is responsible for:

a) together with the principal, supporting the application for an SPP by requesting the program through the director/superintendent,
b) hiring suitable teachers.

THE DIRECTOR/SUPERINTENDENT OF EDUCATION is responsible for:

a) supporting the application for SPP and forwarding the same to the Director, Student Support Division, Department of Education, Yellowknife,
b) designating a consultant, or other region/board staff member, as responsible for alternative programs,
c) together with the consultant and principal identifying employers who should be asked to provide input into the practical skills profile,
d) approving the skills profile,
e) planning/requesting both capital and O&M requirements of the SPP,
f) ensuring equal access to SPP by all feeder communities (see page 24),
g) working co-operatively with Department of Education staff to implement the SPP,
h) ensuring adequate program support after initial implementation,
i) monitoring programs in his/her jurisdiction,
j) ensuring that the administrative manual is followed, and advising the Director Student Support Division of areas where the manual is unrealistic,
k) recommending to the Director, Student Support Division, discontinuation of a program which is not successful/not meeting student needs as intended, or recommending modification of an SPP to become a locally developed alternative program.

THE REGIONAL/DIVISIONAL BOARD/BOARD OF SECONDARY EDUCATION CONSULTANT is responsible for:

a) assisting communities interested in offering SPP to determine whether the program seems viable in that location and in completing a program application,
b) supporting the application for SPP,
c) together with the director/superintendent and principal identifying employers who should be asked to provide input into the practical skills profile,
d) participating in the development of the practical skills profile and the identification of shop facilities needed to teach those skills,
e) providing program information to feeder schools,
f) acting as a member of the SPP student selection committee,
g) working co-operatively with Department of Education staff to implement the SPP,
h) co-ordinating the translation of English materials into other languages, as needed,
i) monitoring and supporting programs and teachers, specifically by,
   - suggesting resources,
   - problem solving in areas where programs are not running smoothly, or are not following the administrative manual,
   - collecting data on drop outs and graduates,
   - assisting with attitude and achievement scales as necessary,
   - establishing a support network among alternative program teachers in his/her jurisdiction,
j) acting as liaison between SPP teachers and the Student Support Co-ordinator (Alternative Programs) by providing feedback and channeling information,
k) recommending program adjustment to the principal to ensure program goals and student needs are being met,
l) assisting in determining program options in cases where SPP does not appear to meet student needs.

THE PRINCIPAL OF THE REGIONAL SECONDARY SCHOOL is responsible for:

a) together with the LEA supporting the application for SPP by requesting the program through the alternative programs consultant and director/superintendent,
b) together with the director/superintendent and consultant identifying employers who should be asked to provide input into the practical skills profile,
c) participating in the development of the practical skills profile and identification of 'shop' facilities/equipment needed to teach those skills,
d) working co-operatively with the region/board consultant and SPP teachers to develop and distribute SPP information and student application packages to feeder schools,
e) serving as chair of the SPP student selection committee and ensuring that student selection procedures are followed as per Section D,
f) ensuring that SPP students have no more than three teacher contacts and that their programs are equally divided between academics and practical activities,
g) together with the SPP teachers, certifying that potential SPP graduates have met all graduation requirements,
h) together with the SPP teachers, establishing the minimum attendance required to graduate from SPP (see page 45) and notifying the Student Support Co-ordinator (Alternative Programs), Yellowknife, through the director/superintendent, accordingly,
i) requesting resources necessary for the program from the director/superintendent,
j) overseeing the delivery of the program,
k) advising the director/superintendent of problems with program delivery, or if the program appears not to be successful - ie. not to be meeting student needs - as intended.

THE PRINCIPALS OF FEEDER SCHOOLS are responsible for:

a) receiving information and applications for SPP and distributing these to potential SPP candidates, teachers, the LEA,
b) co-ordinating identification of potential SPP candidates,
c) co-ordinating community support of individual applicants,
d) submitting completed applications to the SPP selection committee at the regional secondary school,
e) obtaining informed written parental consent prior to student entry into SPP,
f) acting as liaison between individuals and community groups, and the region/board consultant and the secondary school.

THE SPP TEACHERS are responsible for:

a) participating in the development of the practical skills profile and identification of 'shop' facilities/equipment needed to teach those skills,*
b) working co-operatively with the principal and region/board consultant to develop and distribute SPP information and student application packages to feeder schools,
c) acting as members of the SPP student selection committee,
d) working co-operatively with each other to ensure that the academic and practical components of the program complement each other and meet student needs,
e) focusing on functional academic skills, and enhancing self esteem, before addressing academic upgrading,
f) teaching all skills on the skills profile in the 'shop' or arranging suitable work experiences for the development of skills which cannot be taught in the 'shop',
g) locating work stations to reinforce/develop skills from the SPP profile,
h) scheduling not less than 4 weeks work experience for first year students and 6 weeks work experience for second year students,
i) obtaining written evaluations from employers at least once every four weeks,
j) accounting for the use of their time while students are on work experience,
k) providing students with a report card once every two months,
l) ensuring that every student has the opportunity to complete all graduation requirements,
m) together with the principal certifying that potential SPP graduates have met all graduation requirements,
n) completing a monthly written report on SPP (see page 54),
o) completing the Graduate Follow-up form, annually, and Reasons For Non-Completion form, triannually (see pages 55 and 56),
p) together with the principal establishing the minimum attendance required to graduate from SPP (see page 45),
q) ensuring that all students complete the attitude scales and academic assessments as described on page 7, and forwarding the same to the Student Support Co-ordinator (Alternative Programs), Yellowknife,
r) advising the principal of problems with program delivery, or if the program appears not to be successful/not meeting student needs.

* Required only if teachers are already teaching in the school or are "accessible" when the skills profile is being developed.

THE DIRECTOR, STUDENT SUPPORT DIVISION, DEPARTMENT OF EDUCATION, YELLOWKNIFE is responsible for:

a) receiving completed SPP applications from directors/superintendents,
b) co-ordinating the Departmental review of the application in order to determine program viability in the community in question,
c) co-ordinating the role of the Department in program development and implementation.

THE STUDENT SUPPORT CO-ORDINATOR (ALTERNATIVE PROGRAMS), DEPARTMENT OF EDUCATION, YELLOWKNIFE is responsible for:

a) updating *Senior Practical Program Administrative Manual for Teachers, Counsellors and Administrators* regularly, based on input from regions/boards, program evaluations, and/or needs assessment,
b) co-ordinating the development of the practical skills profile and identification of 'shop' facilities/equipment needed to teach those skills,
c) working co-operatively with region/board and school staff to develop and deliver an implementation plan,
d) recommending possible resources for the in-school component of the program and lending a starter kit of selected materials to schools,
e) providing, in English, all forms and paperwork necessary for the program:
   - *Senior Practical Program Administrative Manual for Teachers, Counsellors and Administrators*
   - SPP profile specific to each program
   - Program Application
   - Student Applications
   - Work Experience Evaluation forms
   - Report Cards
   - Teacher's Monthly Report forms
   - Certificates of Appreciation (for employers)
   - Record of Graduation Expectations
   - Graduation Certificates
   - Graduate Follow-up forms
   - Reasons For Non-completion forms
   - How I See The World of Work scale
   - How I See Myself scale
   - Work Placement Information form - required for work experience permits
   - Student Information form - required for work experience permits
f) arranging for printing of the administrative manual, or any of the above forms, once translated into regional languages,
g) together with the director/superintendent, consultant, principal and teachers monitoring the program after implementation and making recommendations for program modifications,
h) co-ordinating formal program evaluation,
i) based on g) and h) making recommendations to the director/superintendent and Deputy Minister about the continued accreditation of the program,
j) determining program effectiveness through:
   - program monitoring and evaluations,
   - comparing pre and post SPP scores:
     • How I See The World of Work
     • How I See Myself
     • an achievement test in reading and mathematics
   - graduate follow-up,
   - analysis of reasons why students do not complete the program.

SELECTION OF STUDENTS

ELIGIBILITY

Student must be 15 years of age or older by September 1 and **must choose to be in the Senior Practical Program**. Further, each will possess the following characteristics:

a) has not completed (or necessarily been in) grade 9,
b) is functioning between two and five years below grade level,
c) has an interest in the practical skills area on which the particular SPP focuses,
d) seems unlikely to upgrade at this time,
e) may lack confidence, and goals for self,
f) can cope with living in a residence, if necessary,
g) has informed, written parental consent for participation in the program.

STUDENTS WITH IDENTIFIED SPECIAL NEEDS

The Senior Practical Program is not specifically designed to meet the needs of students with identified special needs. However, like all school programs, students with identified special needs should have equal access to SPP, assuming they meet the eligibility criteria as described above. As per *A Departmental Directive and Guidelines For Special Needs Education,* students with identified special needs who enter an SPP must have an Individual Education Plan and/or whatever special equipment, facilities and personnel are required by their special needs.

TEMPORARY PLACEMENT OF STUDENTS

Students should only be considered for placement in the program when there is a reasonable chance that they will be able to complete it. A student who, for example, is only in the community for three months, cannot possibly complete a two year program and should therefore *not* be placed in SPP. Additionally, requiring a young offender, for example, to participate in a program as part of rehabilitation, is a direct contradiction to the requirement that students must choose to be in the program.

SELECTION AND PLACEMENT

Student selection is perhaps the biggest administrative problem with the SPP. Schools offering the program must make every effort to ensure that their feeder communities have sufficient information about the program in order to recommend suitable students. It is also important that students and their parents understand the goals and the reasons for selection, and that the SPP is not a grade 10 program.

While the Senior Practical Program is located in regional secondary schools it serves students from all feeder communities. In order to provide equal access to the program by all feeder communities the director/superintendent of education can decide to:

a) use a quota system whereby the number of placements allocated to a given community is directly proportional to the size of its student population. (In other words a school with 20% of the school population of a region will be allocated 20% of the SPP placements.)

or

b) allocate an equal number of placements to all communities regardless of their size.

Selection of students is a joint activity involving the applicants, the feeder schools/ communities which recommend students for the program, and the receiving school which accepts them. The following steps are intended to ensure the selection of students with a reasonable chance of being able to attain the goals of the program, and to prevent selection of students who later drop out without experiencing success.

1) ***Secondary school provides program information to feeder schools.***

The development and distribution of an SPP information package and student application form is the joint responsibility of the region/board consultant, the principal and the SPP teachers.

Whenever possible, and particularly when the program is first introduced, it is advisable for the region/board consultant, or an informed representative of the secondary school to visit the feeder communities to explain the program and the process of student selection. Where this is not possible, applications and a description of the program emphasizing student characteristics and program goals and content should be sent to each feeder school principal, and followed up with a phone call. (See examples, pages 26 to 31.)

2) ***Feeder school distributes information and applications to potential applicants.***

Having received the above information it is the responsibility of the feeder school principal to establish a committee to identify possible applicants for the program. The committee should be made up of the principal, the school-community counsellor (where applicable) and the senior grade teacher(s), as well as the vice principal, and an LEA representative. The committee:

- identifies possible applicants,
- discusses the program with the students and their parents,
- collects completed applications from interested students,
- supports student applications (by completing a form),
- submits applications to the secondary school.

3) ***Secondary school committee selects students from applicants.***

The secondary school principal establishes a committee to select students from the applicants, according to the quota for each feeder community. The committee is made up of the principal, the SPP teacher(s), the guidance counsellor, the vice principal and the region/board consultant. The role of the consultant may be seen as an advocacy one for applicants since the consultant travels to feeder communities and will be able to speak to various applications. The secondary school principal notifies the feeder school principals of the names of the successful applicants. Refer to page 32 for a suggested response format.

4) ***Feeder school principal obtains parental consent.***

The feeder school principal is responsible for obtaining written parental consent before a student is admitted to the program. A sample consent form can be found on page 33. While this exact form does not have to be used, it is essential that the consent form state that the SPP does not lead directly to grade 12 graduation, and lists the names of those people who recommended the placement.

The application for student placement in SPP must come from the student and be supported by the feeder community. Under no circumstances should a student who has entered grade 10 be re-assigned to the SPP by the secondary school without due process. It is unfair to both students and their parents. If a student is interested in and suitable for SPP, the procedures as described above, should precede SPP placement.

A PACKET OF INFORMATION TO BE DISTRIBUTED TO:

1. Students interested in enrolling in SPP in Home Maintenance
2. School Principals
3. LEA and Other Community Leaders

Please return this completed packet to:
The SPP Selection Committee
c/o Samuel Hearne Secondary School
Bag # 3
Inuvik, N.W.T. X0E 0T0

no later than:

_____, 199_____

INSTRUCTIONS:

SPP STUDENT APPLICATION PACKET

The Community School Principal is asked to see that this packet is completed and returned as indicated below.

In order to be considered for placement in the Senior Practical Program, a student must be recommended by informed individuals in his/her community/school, and be approved by the SPP selection committee. The student must complete the application and return it to the community school principal, who is asked to send it to the SPP Selection Committee in Inuvik.

The principal, his/her current teacher, the LEA representative, and other leaders in the community will be asked to make a recommendation as to the student's character and suitability for the SPP.

The ideal SPP candidate is one who is mature, hard working, and has a serious interest in a trade related to home maintenance. This student is experiencing difficulty in his/her school-work, despite a good attitude and effort.

The candidate must be at least 15 years of age and mature enough to live away from home, in the high school residence at Inuvik.

The candidate must be aware that SPP involves at least fifty full days of work experience in the field of home maintenance. These will, in most cases, be performed outdoors in winter weather.

The attached application asks those individuals who are recommending the SPP placement to write about such factors as reading, writing, and comprehension abilities, dependability (honesty, punctuality), attitude to authority, ability to handle stress, peer-group behaviour, chance of success living away from home, and probability of success in the current school program.

Written parental consent will be required before final acceptance is given to any student.

The information on this page has been taken from the SPP Information and Application package, Samuel Hearne Secondary School, Inuvik.

The information on this page has been taken from the SPP Information and Application package, Samuel Hearne Secondary School, Inuvik.

Place a copy of the completed packet in the student's cumulative file in the community school, and submit the original to the SPP Committee by:

_____
Submission Deadline

SPP Selection Committee,
c/o Samuel Hearne Secondary School
Bag Service #3
Inuvik, N.W.T. X0E 0T0

The candidate will be notified of his/her status on the SPP acceptance list.

by _____
Date

STUDENT APPLICATION

Senior Practical Program

Please complete this application in your own handwriting. *This information will be treated confidentially.*

A. **Personal Information**

My Name is _____ M or F Age by Sept. 1 _____yrs.

Community _____ D.O.B. (Y/M/D) _____

B. **What are you doing now?**

Write a few sentences telling us about what you are studying in school; or if you are not attending school right now, tell us what you are doing. If you are living and working out on the land, tell us about the things you do, and the animals and birds you see and hunt:

_____

_____

_____

_____

_____

_____

_____

C. **What would you like to do?**

Write a few sentences telling us about work you like to do, and things you like to make with your hands. We also want you to tell us about any job you've had in your community which gave you a chance to work in the trades (carpenter, electrician, plumber, painter, housing maintainer, etc.).

Now, of the jobs you've talked about, which one do you like best? How do you think the Senior Practical Program will help you?

(If more space is needed, please write on the back of this page.)

D. **How do you get along with others?**

We want you to write a few sentences about how you feel when people tell you what to do. For example, do you feel angry, or do you say to yourself, "I'll go along with this because I want to learn"? Do you say your feelings openly, or do you remain silent and not become involved?

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We also want you to tell us how you get along with others your age. Do you think you would get along well living in the Hostel?

_____

_____

_____

_____

_____

E. Finish the following sentence for us:

I want to be in SPP because...

_____

_____

_____

_____

_____

F. Write down any questions or comments you may have about SPP.

_____

_____

_____

_____

_____

I have filled out this application in *my own* handwriting. I understand leaders in my community will be asked to say if they think I'm serious about SPP, and mature enough to live in Grollier Hall.

I REALLY WANT TO ENROLL IN SPP AND HAVE A CAREER IN THE TRADES.

_____ _____

Student's Signature Date

This information will be treated confidentially.

SENIOR PRACTICAL PROGRAM

Community Support of Student Application

A. Personal Information

Candidate _____ M or F Age by Sept. 1 _____yrs.

Community _____ D.O.B. (Y/M/D) _____

B. Academic Level

Based on the best information you have, tell us what you know about this candidate's ability to read, write, and comprehend what he/she reads. Please include copies of recent reading and writing inventories. What class or grade in school did he/she last attend?

_____

_____

_____

_____

_____

C. Interest/Application to Work

From your personal acquaintance and experience with the candidate, and your knowledge of what other teachers and community leaders say about the candidate, give us your assessment of whether or not the candidate is dependable (honest, punctual, completes assignments, loyal). Is there any reason why the student would not be able to operate equipment or machinery safely and in a responsible manner? Is he/she seriously interested in a career in a trade related to home maintenance (e.g. carpentry, painting, plumbing)? What do you think of the candidate's chance for success in his/her current school work?

_____

_____

_____

_____

_____

(If more space is needed, please write on the back of this page.)

The information on this page has been taken from the SPP Information and Application package, Samuel Hearne Secondary School, Inuvik.

The information on this page has been taken from the SPP Information and Application package, Samuel Hearne Secondary School, Inuvik.

D. **Social Adjustment**

Please give your honest opinion about the candidate's ability to react favourably to authority, his/her ability to deal with stress and his/her chance of success living away from home in the hostel with students from other communities.

_____

_____

_____

_____

_____

E. **Other comments about the candidate's suitability for the program.**

_____

_____

_____

_____

_____

We have discussed this candidate's suitability for the program, and give him/her a rank of _____ (1st, 2nd, 3rd, etc.) in the choice of candidates from our community.

_____

Name _____ Title (Principal, Teacher) _____

Name _____ Title _____

Name _____ Title _____

Date _____

This information will be treated confidentially.

To:
FEEDER SCHOOL PRINCIPAL
address, etc.

From:
HIGH SCHOOL PRINCIPAL
address, etc.

re: Students Selected for Senior Practical Program

The applications you submitted have been reviewed by the SPP selection committee which consists of:

_____

_____

A. The following students are accepted into the Senior Practical Program, **pending written parental consent for the placement.**

1. _____ 2. _____

3. _____ 4. _____

For each of the above students please obtain written parental consent using the enclosed form.

If written parental consent is not received by _____
(date)

the student's place in the SPP will be offered to another student.

B. The following students have not been accepted into the SPP at this time. Reasons are provided. Suitable candidates have been placed on a waiting list should a program vacancy occur.

Name	Reasons for non-acceptance	On waiting list?

_____ _____
Principal's signature date

CONSENT FORM FOR STUDENT PARTICIPATION IN THE SENIOR PRACTICAL PROGRAM

Name of Student: _____

Feeder School: _____

The above named student has applied for the Senior Practical Program and has been recommended for placement by:

_____ Principal, (Name of) Feeder School

_____ Principal, (Name of) Secondary School

_____ Current teacher

_____ SPP teacher

_____ Region/Board Consultant

_____ other

The purpose of the program is to help students set goals for themselves and to help them prepare for employment. The program leads to a two year SPP Certificate instead of a Grade 12 Diploma.

I have met with _____

to discuss the Senior Practical Program, and I agree to this placement. I understand that my son/daughter will be required to perform work experience for at least 50 full days over two years. S/he will not receive pay for work experience and may require special clothing/equipment.

_____ _____

Signature of Parent/Guardian Signature of Student

_____

Date

Copies to:
- Student file
- Parent/Guardian
- Secondary School Principal
- Alternative Programs Consultant

CLASS SIZE

The pupil-teacher ratio for SPP is 12:1.

LATE ENTRY

The SPP is considered to be a para-vocational program, and like vocational programs many of the practical skills are sequential and build upon one another. For this reason no students shall be admitted to the SPP after the first semester (or the first 5 months) of the program.

This means that a group of SPP students will remain intact for most of the two years of the program and that program vacancies cannot be filled after the first five months. However, careful selection of students as outlined in the steps above generally means that very few students drop out so the program should not be jeopardized by extremely small class sizes during the second year.

WORK EXPERIENCE

SCHEDULING

Time required on work experience is as follows:

Year 1 - 4 weeks minimum
Year 2 - 6 weeks minimum

It is expected that work experience for SPP students will be scheduled in blocks of two weeks or longer, so that there will be at least two, two week blocks during the first year and three during the second year. Normally, students are expected to work the same hours as regular employees, rather than working only during school hours.

When employers are approached about the possibility of accepting a student for work experience they should be counselled about the academic and vocational levels of those students. This is particularly important in secondary schools where there are also students from general or advanced academic classes on work experience.

INTEGRATION OF WORK EXPERIENCE AND OTHER PROGRAM COMPONENTS

Work experience is an integral part of the Senior Practical Program and can be used to teach many skills and attitudes. It is also an opportunity for students to practise what they have learned in class, and receive some orientation to the "real world".

Work experience is something that students need to be well prepared for and oriented to, before leaving the school. It is NOT something which should be organized completely by the teacher who then assigns students to work stations on the Friday afternoon preceding the start of work experience.

One approach might be to present students with brief job descriptions of the placements available. They could then go through the process of filling in a job application for the placement they would like to have. If more than one student applies for a particular work station the teacher can interview the candidates and select the most suitable one.

There should also be an orientation to work using some of the materials provided in the starter kit and in the resource *Career Preparation for Students in COP and SPP.* Topics such as punctuality, getting along with fellow workers, honesty, etc. should be covered before the first work placement.

Since good/excellent work experience evaluations are required in order to graduate from the program, preparation for work experience will be well worth the time spent.

MONITORING OF STUDENTS ON WORK EXPERIENCE

Effective monitoring of students on work experience is crucial if this aspect of the program is to be of maximum educational and occupational benefit to students.

Students should be visited at least every other day when they are on work experience. It is expected that timetables of Senior Practical teachers will be arranged in such a manner that they spend large blocks of time with the students (eg. all morning, or all afternoon). This will mean that teachers are available to visit work stations when the students are on work experience because they will not have other responsibilities during that time.

Aside from the obvious need for the school to remain accountable for the students during all components of any program, there are several reasons why careful monitoring of work experience is crucial to Senior Practical Program success:

a) Work experience is an opportunity for students to apply skills that they have learned in class, and to learn additional skills in an actual job setting. Careful monitoring will help ensure the educational value and relevance of the work experience.
b) If a student is experiencing a problem at a work station the teacher needs to be aware of it and to deal with it, immediately. Problems which are avoided or ignored become bigger than those which are dealt with quickly.
c) Employers may have concerns or problems with students and will want to discuss these things with the teachers as soon as possible. Frequent monitoring lets the employers know that the school is taking responsibility for the students even when they are out of the school building.
d) Employers need support just as the students do. Even employers who are genuinely willing to assist with SPP may not be accustomed to working with and teaching young people, expecially those who are temporary and are not being paid for their work. Many employers are uncomfortable providing evaluation feedback to students and may, therefore, require some assistance from the teacher.
e) Teachers will be in a better position to identify those academic skills students need in order to perform more effectively on work experience.
f) Students' self esteem is enhanced when teachers visit them on work experience.

Teachers need to evaluate the quality of each work station to ensure that students are learning workers, and are not simply being used for routine labour. The following form allows teachers to document the suitability of each work station. It also provides a record of the teacher's visits - ie. is a way for teachers to be accountable for their time.

SENIOR PRACTICAL PROGRAM

WORK EXPERIENCE SUPERVISION REPORT

(Confidential - to be completed by teacher)

Work Station: _____ Student: _____

Supervisor: _____ Student's Position: _____

Duration of Work Experience, _____ weeks, from _____ (date) to _____ (date)

Date: _____ Time: _____

Student's assigned responsibilities:

Employer assigns:
i) a variety of meaningful tasks - Y N
ii) tasks consistent with the student's training/ability - Y N
Comments:

Date: _____ Time: _____

Student's assigned responsibilities:

Employer assigns:
i) a variety of meaningful tasks - Y N
ii) tasks consistent with the student's training/ability - Y N
Comments:

Date: _____ Time: _____

Student's assigned responsibilities:

Employer assigns:
i) a variety of meaningful tasks - Y N
ii) tasks consistent with the student's training/ability - Y N
Comments:

Date: _____ Time: _____

Student's assigned responsibilities:

Employer assigns:
i) a variety of meaningful tasks - Y N
ii) tasks consistent with the student's training/ability - Y N
Comments:

Work Station recommended for continued use - Y N

ROTATION AND EVALUATION OF WORK EXPERIENCE

The length of time spent at any one work station will vary according to student and employer needs. All students will change work stations during the program. It is hoped that this will provide students with a view of different work situations and jobs. Students may change stations if they are unable to perform the required tasks. The number of such changes would be limited depending on the situation and opportunities in the community. All placements/changes are co-ordinated by the SPP teachers.

Employers may terminate a student's work experience at any time by notifying the teacher/co-ordinator and providing reasons to enable the teacher to assist such students.

It is important for employers to evaluate the behaviours that make a good employee - being punctual, honest, using time well, etc. These are the behaviours that, regardless of how good a person is with a paint brush, or a typewriter, will determine overall employer satisfaction and employee success. A copy of the SPP work experience evaluation form follows on page 39. ***This form must be completed for each student at least once every four weeks.***

Students generally take the evaluations of their employers quite seriously and satisfactory employer evaluations are required if a student is to graduate. (This will be fully explained in Section F, Graduation Requirements in Detail.)

Just as employers evaluate student performance on work experience, students should have the opportunity to evaluate each work site. (Refer to the form on pages 40 and 41.) Not only do such evaluations provide useful information to the teacher about the quality of various work sites, they also encourage students to review their work experiences and assess their level of satisfaction with each work placement.

WORK EXPERIENCE EVALUATION

Student: _____

Placement: _____

Supervisor

Attendance P = present and on time L = late A = absent						
week 1						
week 2						
week 3						
week 4						

place a "check" in the appropriate column	all of the time	most of the time	some of the time	never
1. Dresses properly for the job				
2. Follows instructions				
3. Finishes job given				
4. Is friendly and gets along with others				
5. Does his/her best & has a good attitude to work				
6. Is responsible and works well on his/her own				
7. Uses tools/equipment in a safe/efficient way				

List jobs done and equipment used:

Suggestions for improvement:

General Comments:

Supervisor: Student: Teacher:

Signatures:

senior practical program

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SENIOR PRACTICAL PROGRAM
STUDENT'S PERSONAL EVALUATION OF THE WORK STATION

Student's Name _____ Date _____

Student's Age _____ Male _____ Female _____

Name of Work Station _____ Supervisor _____

This evaluation indicates the student's opinion regarding his or her work station:

1. Enough time was spent initially in introducing me to the job situation.
   Yes___ No ___

   If NO, why? _____

   _____

   _____

2. My supervisor gave me enough continuing instruction.
   Yes___ No ___

   If NO, why? _____

   _____

   _____

3. I did enough different jobs to make the work interesting.
   Yes___ No ___

   If NO, why? _____

   _____

   _____

4. The jobs I was given were not too easy, and not too hard, just right.
   Yes___ No ___

   If NO, why? _____

   _____

   _____

5. The other employees accepted me as one of the group.
   Yes___ No ___

   If NO, why? _____

   _____

   _____

6. If I had the chance I would work for this company/business. Yes___ No ___

   If NO, why? _____

   _____

   _____

7. The work I do in shop and academic class helped prepare me for this work station. Yes___ No ___

   If NO, why? _____

   _____

   _____

8. I spent enough time at this work station to decide if I like this kind of work. Yes___ No ___

   If NO, why? _____

   _____

   _____

WORKERS' COMPENSATION

Students who are on work experience as part of their secondary school program are covered by workers' compensation, as per the Workers' Compensation Act, 1977 (1st), c.7, section 11.

This coverage extends to students whether or not their work experience takes place within school hours - as long as the hours worked by the student are approved by the teachers and principal. (Some students go on work experience at "odd" hours because of the demands of the particular work site. A kitchen, for example, might accept a work experience student between the hours of 9:00 a.m. to 1:00 p.m. and 3:00 p.m. to 6:00 p.m. because those are their busy times, but would not accept a student during regular school hours.)

LIABILITY INSURANCE

The Department of Education, as part of the Government of the NWT, is unable to obtain insurance which would cover damages to employers' property, accidentally caused by students on work experience.

While incidents of such accidental damage occur rarely, the possibility does exist. The Department of Education recognizes the problems which could be caused if employers were to withdraw from the program because they feared incurring damage expenses or insurance claims. With that in mind, teachers should **tell employers that while they are expected to accept students as if they were regular employees, and therefore accept the risk that a student may accidentally damage something, the Department of Education will negotiate with employers, on a case by case basis, to a maximum of $1,000, in the event of damage caused by students on work experience**. This is intended as a gesture of good will by the Department of Education in recognition of the valuable contribution made by employers to the operation of the Senior Practical Program.

It is important to emphasize that SPP students are not likely to cause major damage to employers' property; since 1985, there have been no reported incidents. Furthermore, employers are unlikely to have SPP students using expensive equipment without close supervision and adequate instruction.

WORK EXPERIENCE PERMITS

Pursuant to the Labour Standards Act, students on work experience are legally considered to be employees. Legally therefore, they are entitled to pay and benefits unless a permit has been issued by the Department of Safety and Public Services which exempts an employer from the necessity of having to pay students enrolled in an educational work experience program (Regulation 91, Labour Standards Act).

Since many SPP students will be under the age of 17, the same permit also addresses health and safety factors dealt with in the Employment of Young Persons Regulations (Regulation 90, Labour Standards Act). These regulations, which primarily apply to the construction industry, are designed to ensure that employment undertaken by a young person is not likely to be detrimental to his or her health.

Some employers, including the GNWT, do not come under Department of Safety and Public Services jurisdiction. This does not mean that students cannot receive work experience from government departments, or other exempt employers; it means only that the Labour Standards Act and its Regulations do not apply.

The permit issued by the Department of Safety and Public Services has no bearing on any type of insurance related to students on work experience.

Work experience permits, which should be issued before students begin work experience, may be obtained by completing the forms on pages 43 and 44. The Student Information form, and a Work Placement Information form for each employer, should be submitted as a package to the Labour Standards Office, Department of Safety and Public Services, Government of the N.W.T., Box 1320, Yellowknife, X1A 2L9.

When new students and employers join the program forms should be submitted accordingly.

HOURS OF THE DAY WHEN WORK EXPERIENCE MAY BE PERFORMED

Pursuant to the Employment of Young Persons Regulations (Regulation 90, Labour Standards Act) no employer shall require a young person (under age 17) to work at any time between the hours of 11:00 p.m. on one day and 6:00 a.m. on the next day, unless s/he first obtains the written approval of the Labour Standards Officer (in the form of the permit described in the preceding section).

In order to experience a realistic working situation SPP students will normally be expected to work on school days for the same hours as regular employees. However, they cannot reasonably be asked to work on holidays and weekends unless they choose to do so on their own.

WORK PLACEMENT INFORMATION

Community Occupational Program or Senior Practical Program

Complete a separate form for each individual work placement
- e.g., if one employer can provide two separate positions for two students, complete two forms

Name and address of employer:

Name of student supervisor:

Student Job Title (Actual or Approximate)

Details of the work to be performed by the student:

Will the student be exposed to potentially dangerous equipment or an unhealthy work environment?

☐ NO ☐ YES If yes, please specify:

Will all work experience be perfomed during school hours?

☐ NO ☐ YES If no, provide schedule and reasons for the same:

Will the student receive any remuneration for work performed on work experience?

☐ NO ☐ YES If yes, provide details:

COP _____ SPP _____ School: _____ Community: _____

Teacher's Signature _____

Principal's Signature _____ Date: _____

White: Forward to Labour Standards Office, Department of Safety and Public Services, Yellowknife
Canary: School copy

STUDENT INFORMATION

Community Occupational Program or Senior Practical Program

Student's Name	D.O.B.	Is the student physically handicapped? Detail	Is the student capable of understanding dangers/hazards that exist in the work place? Comment
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			
15			
16			

COP _____ SPP _____ School: _____ Community: _____

Teacher's Signature _____

Principal's Signature _____ Date: _____

White: Forward to Labour Standards Office, Department of Safety and Public Services, Yellowknife
Canary: School copy

GRADUATION REQUIREMENTS IN DETAIL

The graduation requirements for the Senior Practical Program are outlined on page 8. This appendix provides a more detailed explanation of the requirements, as well as the rationale for each.

As with any other program, not all students who begin SPP will necessarily be considered graduates two years later. Because the graduation requirements are tangible, students will have to do, or produce something in order to satisfy each one. **A student must satisfy all of the requirements in order to graduate from the program.**

ATTENDANCE AND PUNCTUALITY - 75% minimum

Each school is required to establish its own attendance requirement, not less than 75%, which students will have to attain in order to graduate from the program. Each school is asked to:

a) set its minimum attendance requirement during the first 4 months of the program,
b) notify, in writing, the director/superintendent of the percentage that will be required by that school; the director/superintendent will in turn notify the Student Support Co-ordinator (Alternative Programs), Yellowknife.

In all cases, the percentage will be based upon both attendance and punctuality, at school and work experience combined.

Students who are absent from the program because they are *on the land with their families* will not have this time counted against them. However, in order to graduate a student must meet *all* of the graduation requirements so that if a student were to spend several months each year on the land/in the bush, he may not qualify to graduate because other requirements would likely be lacking.

SATISFACTORY REPORTS FROM TEACHERS

Referring to the SPP report card, located inside the back cover of this document, a ***satisfactory report is one on which the student receives not more than:***

4 marks of "Needs Improvement" for "Completion of Work as Assigned"
2 marks of "Needs Improvement" for "Effort"

It is recommended that SPP students receive a report card every two months - in other words more frequently than is the case with other school programs. In order to graduate SPP students have to receive satisfactory reports 80% of the time which averages to four (4) satisfactory reports out of every five (5).

While schools are not required to use *the* report card as shown inside the back cover, it is important that the SPP report card reflect the goals and content of the program. Report cards used for other secondary school courses are usually not suitable for SPP because they have been designed for programs with different goals and criteria for success.

A MINIMUM OF 50 DAYS WORK EXPERIENCE DURING THE TWO YEARS

Schools should schedule work experience for full days in blocks of two weeks or longer. This enables students to be placed at work stations long enough to get a feel for a real work situation. The crucial factor with scheduling is to ensure that teachers are available to monitor the work stations. This and other details of work experience are explained in Section E, Work Experience.

3 GOOD TO EXCELLENT WORK EXPERIENCE EVALUATIONS

A copy of the evaluation form to be used by employers to evaluate students' performance on work experience can be found on page 39. A good to excellent evaluation is one in which the employer places ALL of the check marks in the columns entitled "all of the time" or "most of the time". Students must obtain 3 good to excellent evaluations from employers who have supervised them for a minimum of 10 consecutive working days each.

Because students may have more than one work experience with the same employer, one employer may provide two of the three good to excellent reports, but may not provide all three. In other words there have to be at least two employers in the community who feel that the student is a good employee.

COMPLETION OF A JOB PREPARATION PROJECT

Refer to the booklet ***Career Preparation for Students in COP and*** SPP. This booklet, when combined with the resources that are provided in the starter kit, provides a comprehensive career preparation course, suitable for any secondary school age student who is likely to enter the work force after finishing school.

Since one of the goals of the SPP is to prepare students for employment, each student must:

a) ***Write a Personal Resume***
Refer to Section 3: The Resume, ***Career Preparation for Students in COP and*** SPP.

b) ***Complete Five Job Application Forms***
Refer to Section 5: Application Form, ***Career Preparation for Students in COP and*** SPP. Since application forms do vary somewhat in the information requested, each student should complete satisfactorily a minimum of 5 different application forms. A satisfactorily completed form is one which, in the opinion of the teacher, would be good enough to submit for a real job.

c) ***Experience at Least One Interview Either Mock or Real***
Refer to Section 6: The Interview, ***Career Preparation for Students in COP and SPP.***

In order to satisfy this graduation requirement, students must be interviewed by (in decreasing order of desirability):

1) a prospective employer for a real job, either part-time or full time, either temporary or permanent, or
2) a work experience supervisor, or
3) the school principal, vice-principal, consultant, etc., or
4) for very shy students, one of the SPP teachers.

d) ***Complete a project on one of*** **Ways To Get A Job, Ways To Keep A Job, Profile Of A Job.** All of the above should be community oriented - ie. ways to get a job in "my community". The "profile of a job" project would be a description of a job which is available within the student's home community and that is of interest to the student doing the project. It is the responsibility of the SPP teachers to define the exact requirements for the projects. For project ideas refer to Section 9: Summary, ***Career Preparation for Students in COP and SPP.***

ASSESSMENT AND COUNSELLING

Upon entry into the program students are required to write three assessments:

a) How I See Myself
b) How I See The World Of Work
c) an assessment in reading or writing and mathematics

Refer to page 7 for more detailed information.

Students rewrite the first two assessments at the end of their first year in the program. They do not receive individual scores; rather, group scores are tabulated by the Student Support Co-ordinator (Alternative Programs), Department of Education, Yellowknife, and are used to determine what effects the program has had on students' attitudes about themselves, and about working. This is one indicator of overall program effectiveness.

Writing and mathematics samples collected at the beginning and end of the program, or more formal assessments which allow the students' pre and post SPP scores to be compared to each other, rather than to southern norms, enable the teacher and student to measure the academic improvements made during the course of the program. While SPP does not focus initially on academic upgrading, there is documented proof of the correlation between self esteem and academic achievement. If the program has succeeded in increasing students' self esteem, then there should be a corresponding improvement in academic performance. In addition, during the course of their participation in the Senior Practical Program many students become serious about academic upgrading. They will want to know how much they have improved.

The SPP teacher should follow the assessment with an individual counselling session. This session can also be used to tie up any loose ends from the teacher's point of view - ie. an overall oral "evaluation" or summary as the student leaves the program.

COMPLETION OF AT LEAST 60% OF THE PRACTICAL SKILLS PROFILE

Students are required to have been introduced to, reviewed, or demonstrated competency in at least 60% of the skills listed on the practical skills profile.

PROVISION FOR "EARLY" GRADUATION FOR INDIVIDUAL STUDENTS

For most students SPP is a two year program. However, a student could still qualify to graduate without completing the second year of the program if the student has:

a) accepted a full time job, or
b) transferred to another school program, or
c) enrolled in a full time adult education, or adult training course.

In order to qualify for graduation, an "early" graduate must still have the job or be continuing with his/her education when the rest of the class graduates. In addition, prior to leaving SPP an early graduate must have:

a) completed at least one full year of the program, full time attendance, and
b) met the minimum attendance requirement (as per page 45) during the time enroled in SPP, and
c) received satisfactory reports from the SPP teachers at least 80% of the time (as per page 46), and
d) spent a minimum of 20 days on work experience, and
e) received 2 good to excellent work evaluations from employers who supervised the student for not less than 10 consecutive working days each (as per page 46), and
f) completed all of the job preparation project (as per pages 46 and 47), and
g) completed the assessment and counselling requirement (as per page 47), and
h) have been introduced to, reviewed, or demonstrated competency in, at least 30% of the skills listed on the practical skills profile. The exact percentage required is proportional to time spent in the program. For example, a student who completes only one year of the program would have to complete the minimum 30% of the skills; a student who completes three semesters of SPP would be required to complete 45% of the skills, etc.

PROVISION FOR AN EXTENDED PROGRAM FOR INDIVIDUAL STUDENTS

Occasionally a student may complete a third year in SPP if a student has not met all of the graduation requirements but appears likely to do so with this extra time. In most cases this will be an individual who lacks maturity. The selection committee would make this recommendation when selecting students for the following school year.

RECORD KEEPING

It is recommended that a "graduate's file folder" be kept for each student where each item required for graduation can be filed once it is completed. This enables students to *see* what they've already completed. A copy of the form on pages 50 and 51 can be stapled to the inside of the folder and be checked off every time something is completed and added to the file folder.

Once completed, a copy of this form should go into the student's cumulative file as a record, or way of documenting that the student has met all of the graduation requirements for the program.

For each student who qualifies to graduate, a completed copy of the form should be signed by the practical SPP teacher, the academic SPP teacher and the principal and forwarded through the director/superintendent to:

Student Support Co-ordinator (Alternative Programs),
Department of Education
Government of the Northwest Territories
Yellowknife, N.W.T.
X1A 2L9

Upon receipt of the completed, signed form and a copy of the student's skills profile, a graduation certificate will be issued.

Record of Skills Learned

The graduation certificate is a frameable document which certifies that the student has met the graduation requirements for the Senior Practical Program. It does not however indicate what skills the student has learned.

Upon leaving the program, whether students graduate or not, each should receive a copy of the skills profile, completed by the practical teacher, indicating what skills have been mastered. This will serve as a "transcript" of each student's accomplishments in the practical or hands-on component of the program.

Student: _____ **School:**

SENIOR PRACTICAL PROGRAM - RECORD OF GRADUATION EXPECTATIONS

1) Attendance Required to Graduate_____ % average. Admission date: _____

%	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Average
Year 1												
Year 2												

Overall average

Date in folder & Teacher's Initials

2) Satisfactory Report Cards from SPP teacher #1 #5

#2 #6

#3 #7

#4 #8

3) Good/Excellent Work Experience Evaluations #1

#2

#3

4) Job Preparation Project Resume

Job Applications #1

#2

#3

#4

#5

Mock or Real Interview with

Project Title

5) Assessment and Counselling Assessment Names/Dates

Counselling Date

6) Attach a copy of the completed skills profile to this form, to provide a complete record of the student's achievement in the SPP. Percentage of skills receiving a mark of I, R or C _____.

7) Does this student qualify for "early" graduation as per page 48? ___ Yes ___No

If yes, what date was the student demitted from SPP? _____

What was the reason for demission? Check one, and provide supporting detail as requested.

Full Time Job ____ Place of Employment _____

Other School Program ____ Specify school and program _____

Adult Education ____ Specify location and program _____

Is the student still employed, or attending school or an adult program?
___ Yes ___No

I certify that all graduation requirements have been completed, or that for an early graduate, the student is still working or attending an education program full time.

Teacher: _____ Principal: _____

Teacher: _____ Date: _____

Please ensure that the following are placed in the student's cumulative file:
a) a copy of the pre and post SPP academic assessment information,
b) a copy of this form, completed and signed,
c) a copy of the completed Skills Profile.

SUMMARY OF FORMS

FORM	PERSON(S) RESPONSIBLE	DATES
Program Applicatcn (p. 14)	LEA/Principal/Consultant/ Director/Superintendent	varies depending upon time required to prepare shop facilities
Student Application (p. 27)	Students, Referring Principal, Teachers & LEA	when student is being considered for SPP
Parental Consent (p. 33)	Feeder School Principal gets parents to sign	before student is admitted to SPP
Monthly Report (p. 54)	Academic Teachers	every month end
Work Placement Information (p. 43)	Teachers	prior to commencement of work experience
Student Information (p. 44)	Teachers	prior to commencement of work experience
Work Experience Evaluation (p. 39)	Teachers get employers to complete	every 4 weeks, or at end of work experience block, whichever comes first
Work Experience Supervision (p. 37)	Teachers	Once weekly during work experience
Student's Personal Evaluation of the Work Station (p. 40)	Students	after each work experience block
Skills Profile (sample p. 3)	Practical Teacher	ongoing (given to student when s/he leaves program)
Report Cards (back cover)	Teachers	every two months
Non-completion (p. 56)	Teachers	January 15 Year end September 15
Graduate Follow-up (p. 55)	Teachers	September 30 - each graduate is followed for four years
Tests: (p. 7) - How I See Myself - How I See The World Of Work - Achievement tests (reading and math)	Teachers	- all tests on entry to program - How I See Myself and World of Work, at the end of the first year - achievement tests, prior to graduation
Record of Graduation Expectations (p.50)	Teachers/Principal	prior to graduation - form required before certificate can be issued
Certificate of Appreciation (p.57)	Teachers	annually to employers who have accepted students for work experience

SENIOR PRACTICAL PROGRAM
ACADEMIC COMPONENT MONTHLY REPORT

Community: _____ School: _____

Teacher: _____ Month: _____ 19 __

Average class attendance

School _____ %

Work _____ %

Number of students on register at beginning of month _____; at end _____

Were all new students admitted with written parental consent? _____ If not, give reasons.

Were all new students admitted on probation? _____ If not, give reasons.

THEMES ADDRESSED	COMMUNICATIONS SKILLS/TOPICS
MATHEMATICS SKILLS/TOPICS	PERSONAL AND JOB SKILLS/TOPICS

Notable Successes:

Notable Problems:

Teacher's signature: _____ Date: _____

Copies to: PRINCIPAL, ASSISTANT SUPERINTENDENT, ALTERNATIVE PROGRAMS CONSULTANT

SENIOR PRACTICAL PROGRAM
GRADUATE FOLLOW-UP

School: _____ Community: _____

Name	Student Number	Grad Year	Follow-up Year _____

INSTRUCTIONS: USING THE FOLLOWING CODES INDICATE WHAT EACH GRADUATE IS DOING

(UP TO 3 CODES **MAY** BE ENTERED PER STUDENT)

FTJ = Full time job
PTJ = Part time job
SE = Seasonal Employment
OP = Other school program
AE = Adult Upgrading
C = College Program, other than upgrading
WH = Working in the home
TP = Traditional Pursuits
DN = Not doing anything
M = Moved from community
O = Other

INFORMATION PROVIDED BY:

Name:

Position:

Date:

SENIOR PRACTICAL PROGRAM
REASONS FOR NON-COMPLETION

for the period _____ to _____

School: _____ Community: _____

Name	Student Number	Date in	Date out	Reasons for leaving the SPP	

INSTRUCTIONS: USING THE FOLLOWING CODES INDICATE REASONS WHY STUDENTS DID NOT COMPLETE THE SPP

(UP TO 2 CODES MAY BE ENTERED PER STUDENT)

FTJ = Full time job
PTJ = Part time job
A = Fired - attendance
B = Fired - behaviour
M = Moved from community
H = Hostel related Problems
QP = Quit - Personal reasons
QN = Quit - not interested/no reason
OP = Entered other school program
AE = Adult Education
O = Other

INFORMATION PROVIDED BY:

Name:

Position:

Date:

Northwest Territories Education

CERTIFICATE OF APPRECIATION

presented to

_____

for participation in the

Senior Practical Program

1990-91

1991-92

1992-93

Teacher: _____

Principal: _____

Date: _____